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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) visual imagery training and encoding (spelling) performance in third grade students; (2) collaborative education in high school English classes and its relation to level of self-concept and school sentiment; (3) a comparison of selected spelling practices in lower and higher fifth grade spelling practices; (4) a multisensory approach to teaching vocabulary to college students; (5) teaching folklore in southern Appalachian secondary school classrooms; (6) the relationship between obscuring writing posture and reading disability; (7) the effects of a scope and sequence approach for teaching English language skills on the achievement scores of intermediate grade students; (8) the effect of visual discrimination training on word recognition; (9) the effect of receiver apprehension and source apprehension on listening comprehension; (10) story listener subjectivity; (11) a theoretically supported language arts curriculum model for primary gifted learners; (11) the relationship of visual imagery to spelling performance and retention; (12) computer assisted spelling; and (13) a comparison of fifth-grade students' oral and written stories. (HTH)

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English Language Arts Skills and Instruction:

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

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THE RELATIONSHIP BETWEEN KNOWLEDGE OF DERIVATIONAL MORPHOLOGY AND SPELLING ABILITY IN FOURTH, SIXTH AND EIGHTH GRADERS

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VISUAL IMAGERY TRAINING AND ENCODING (SPELLING) PERFORMANCE IN THIRD GRADE STUDENTS

Order No. DA8424014

ANDREWS, LYNN, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 112pp. Chairperson: Maurie Hillson

The present study investigated the relationship between visual imagery training and spelling performance. Two treatment groups, an imagery and a see-say, and one control group were compared on spelling and imagery ability. This investigation was confined to heterogeneous developmental classrooms.

The randomly assigned subjects were 153 third grade students from four elementary schools in a suburban district. Fifty-one of the subjects were pretested with two imagery tests and one spelling test. After the termination of the treatment, all subjects were post-tested in imagery and spelling. In addition, 53 randomly assigned students from the two experimental groups were administered an interview guide.

An analysis of covariance indicated that there were no significant differences in imagery and spelling performance among the three groups. In addition, results of the interview guide failed to reveal any differences in imaging among the two experimental groups.

The results of this study suggest that imagery training does not improve spelling performance in an experimental setting within a short duration of time for this sample.

COLLABORATIVE EDUCATION IN HIGH SCHOOL ENGLISH CLASSES AND ITS RELATION TO LEVEL OF SELF-CONCEPT AND SCHOOL SENTIMENT

Order No. DA8424025

ARMENGOL, RONALD J., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 198pp. Chairperson: Maurie Hillson

The purpose of the investigation was to assess the effects of the collaborative mode of instruction (CEE) compared to the conventional mode of instruction (CPE) of male and female students at the 10th, 11th and 12th grades on measured developmental growth in self-concept and attitudes toward high school.

Two groups of six equally competent teachers (competence assessed by evaluations of instructional strategies and teacher-student interactions) were assigned to the CEE or the CPE instructional modes on the basis of teaching effectiveness and student rapport because certain teachers cannot teach effectively in the openness of a collaborative environment.

The investigator used a pretest-posttest 2 x 2 x 3 (type of instruction x sex x grade level) ANCOVA analysis to determine if there were any significant main or interaction effects beyond the .05 level of posttest means adjusted for pretest means of self-concept and attitudes toward the teacher, counselor, administration, curriculum and instruction, participation, and the school image.

The results of the investigation supported the hypothesis that 11th and 12th grade students enrolled in CEE classes would realize a significantly greater improvement in measured self-concept toward English classes than 11th and 12th grade students enrolled in CPE classes respectively. There was no difference in the improvement of self-concept in English classes for 10th grade students enrolled in CEE and CPE classes.

Contrary to expectation, the mode of instruction was not a significant factor in determining the student's measured attitudes toward school, with the exception of participating in student activities, in which the CPE students reported a greater attitudinal improvement.

Male subjects expressed significantly greater increases in positive attitudes in all areas. However, the above results were not due to the fact that males expressed more positive attitudes toward the school and the setting than females on the posttests, but rather that the male attitude scores improved on the posttest while the female subjects expressed a negative shift in their attitudes toward the school and its setting.

THE RELATIONSHIP BETWEEN KNOWLEDGE OF DERIVATIONAL MORPHOLOGY AND SPELLING ABILITY IN FOURTH, SIXTH AND EIGHTH GRADERS

Order No. DA8503006

CARLISLE, JOANNE FOSTER, PH.D. *The University of Connecticut*, 1984. 92pp.

This investigation was devoted to determining the nature of young students' learning about derived words: first, the extent to which derived words are understood in relation to morphological rules and, second, the extent to which knowledge of morphological structure is applied to the spelling of derived words. The subjects (65 fourth, sixth and eighth graders) were given the Wide Range Achievement Test, Spelling subtest, and three experimental tests: the Test of Morphological Structure (a test of the oral generation of base and derived forms, controlled for length and frequency, based on four types of transformations between base and derived forms), a coordinated Spelling Test, and the Test of Suffix Addition. Good and poor morphologists in the fourth and sixth grades were compared on their performances on the experimental measures.

The results suggest that students in the fourth through eighth grades are learning derived forms rulefully. Their success generating derived forms varied with the nature of the transformations between base and derived forms. Analysis showed that words undergoing phonological or combined phonological and orthographic changes generated the most errors. In addition, students' errors showed a resistance to making phonological changes.

The students' spelling of derived forms lagged somewhat behind their ability to generate derived forms. There was some evidence to suggest that derived words were spelled through understanding of their morphemic structure. Improvement in their application of suffix addition rules was significant, although even by the eighth grade these rules were not fully mastered. The students did not necessarily use their morphological knowledge in spelling derived forms.

Comparison of the good and poor morphologists showed that the fourth-grade poor morphologists had extreme difficulty generating and spelling derived forms. Students at all three grade levels showed incomplete mastery of the spelling of derived forms and the suffix rules.

Collectively, the results of the study suggest that students in the fourth through eighth grades would benefit from an instructional program that fostered an understanding of the morphological structure of derived words and facilitated mastery of the spelling of derived words.

KINDERGARTEN PERFORMANCE FOR READING AND MATCHING FOUR STYLES OF HANDWRITING

Order No. DA8424848

DUVALL, BETTY JEAN, ED.D. *Montana State University*, 1984. 179pp.

Research to support the claim that manuscript more nearly resembles the print in books was not found. The four general questions to be answered in this study were: (a) if there was a difference between scores for matching handwritten manuscript, cursive, italic and D'Nealian style letters to typeset, as measured by a Matching Letter Styles Test; (b) if there was a difference between scores for eading typeset and handwritten manuscript, cursive, italic, and D'Nealian letters from flash cards; (c) if there were main effect differences between reading and matching scores; and (d) if there were main effect differences between reading and matching scores for manuscript, cursive, italic, and D'Nealian.

An investigation was conducted in 1984, with a group of 69 kindergarten students from four elementary schools in Great Falls, Montana. Students were asked: (a) to match typeset distractors to small letters *b, d, g, l, m, n, p, q, u,* and *v* handwritten in manuscript, cursive, italic, and D'Nealian using a matching letter Styles Test, (b) to read the same small letters from flash cards reproduced in typeset and the handwritten in the same four styles, and (c) to write *b* and *d* like the models of the four styles tested.

A post-test-only design for repeated measurement with the independent variable of style was used. Statistical analyses to test the hypotheses were significant at the $< .01$ level. Mean scores for the students were significantly higher for matching italic and manuscript style to typeset than for matching D'Nealian and cursive. Mean scores for D'Nealian were significantly higher than for cursive. Mean scores for reading typeset, manuscript, italic, and D'Nealian were significantly higher than for reading cursive. Mean scores for matching were significantly higher than for reading. Students wrote more manuscript, italic, and D'Nealian letters *b* and *d* like the model than they wrote cursive.

By analyses of the data in this study, it was shown that cursive was harder to match, harder to read, and harder to write. The results of this study, the review of the literature, and observation lead the author to conclude that italic would be the best style of handwriting to teach.

A COMPARISON OF SELECTED SPELLING PRACTICES IN LOWER AND HIGHER ACHIEVING FIFTH GRADE SPELLING CLASSES IN IOWA PUBLIC SCHOOLS

Order No. DA8423587

EVANS, CLYDE JOSEPH, PH.D. *The University of Iowa*, 1984. 138pp. Supervisors: Professor Bradley M. Loomer, Professor Bill C. Snider

Introduction. This study examined spelling programs and selected spelling practices in schools where fifth grade students achieved significantly higher or significantly lower spelling averages as measured by the *Iowa Test of Basic Skills* (ITBS) achievement test.

Procedures. Utilizing the ITBS spelling and composite averages for 715 public schools in Iowa, the highest 5% of schools (35) and the lowest 5% (33) in fifth grade spelling achievement were identified. Differences between the spelling and achievement were identified. Differences between the spelling and composite averages were examined for three years (1981, 1982, 1983). Fifty-three of the 68 schools (77.9%) participated in the study.

Summary and Conclusions. The study indicated that groups of schools with higher spelling averages and those with lower spelling averages were more alike than they were different in regard to spelling practices. Of 28 spelling practices examined, 22 were found not to be significantly different.

It was found that there were significant differences on six of the items contained in the survey instrument.

The particular spelling programs used by the high and low groups of schools were significantly different. The program most frequently selected by schools with higher averages (37.0%) was an experimental (non-commercial) program incorporating the results of a nation-wide testing scale of word difficulty (The New Iowa Spelling Scale, 1977), in the development of the spelling curriculum and weekly word lists. Words were selectively arranged, by grade, in accordance with the specific accuracy of each word.

Due to the fact that the higher achieving and lower achieving schools were quite alike relative to spelling instructional and learning practices, it is likely that the curriculum in the schools must account for much of the discrepant achievement results. This conclusion is qualified in that other variables were present relating to the fact that higher achieving schools in spelling tend to be from much smaller school districts and that they appear to spend more time on spelling instruction than do their counterparts.

A MULTISENSORY APPROACH TO TEACHING VOCABULARY TO COLLEGE AGE STUDENTS: A COMPARISON BETWEEN STUDENTS TAUGHT VOCABULARY IN A MULTISENSORY MANNER AND THOSE TAUGHT USING A COMBINATION OF MORE TRADITIONAL STRATEGIES

Order No. DA8418638

GOLDSTEIN, NANCY LEVE, PH.D. *Saint Louis University*, 1983. 107pp.

This study was designed to compare a multisensory approach to teaching vocabulary versus a combination of more traditional strategies for teaching vocabulary in hopes that the multisensory approach would bring about a greater gain in vocabulary over a longer period of time. Approximately thirty college age students enrolled in two different sections of "Introduction to College Reading" class in a metropolitan area in an urban community were studied. The traditional group received instruction via a combination of more traditional strategies during a sixteen week semester while the multisensory group received instruction in a multisensory manner during the same period. Data collection was conducted by the principal investigator. The variable under investigation was the effect of the multisensory approach to teaching vocabulary. The students were measured for short term and longer term gains of vocabulary using the vocabulary section of the Nelson Denny Reading Test and a Norman Lewis type vocabulary test. In addition, the students were measured for the effect the multisensory approach had on both short and long term gains in reading comprehension, as measured by the comprehension section of the Nelson Denny Reading Test. It was hypothesized that a multisensory approach to teaching vocabulary would show greater gain in vocabulary and comprehension.

The Norman Lewis Vocabulary test showed a growth for both the traditional and the multisensory groups; both groups had a significant level of achievement which was retained four months after the course ended. The Nelson Denny sub-test of reading comprehension showed growth for both groups but in different patterns. Most significantly, the Nelson Denny vocabulary sub-test showed a continued growth on the part of the multisensory group while the traditional group merely maintained its achievement four months after the course was over.

AN EVALUATION OF THE SLINGERLAND METHOD AND THE WORD STUDY METHOD ON THE SPELLING PERFORMANCE OF SIXTH, SEVENTH, AND EIGHTH GRADE LEARNING DISABLED STUDENTS

Order No. DA8411012

GRIER, ANITA LAWHORN, ED.D. *University of San Francisco*, 1983. 166pp. Chairperson: Anita DeFrantz

The purpose of this study was to investigate the effectiveness of two teaching methods, the Slingerland Multisensory Method and the Word Study Method for teaching spelling to sixth, seventh, and eighth grade learning disabled students. The study also investigated whether students' responses to questions about Slingerland methodology were related to students' performance on the spelling tests as measured by the Slingerland Questionnaire. Further investigation was made to determine whether variables such as grade level, gender, ethnicity, and the number of years enrolled in special education programs made a difference between students' spelling test scores.

The subjects in this study consisted of middle school students from a large urban, multiethnic school district in Northern California. A total of sixty-two learning disabled (LD) pupils, grades six, seven, and eight, were selected for the study. All students had been exposed to both methods and had been in special education programs from one to five years. The evaluation of the two methods was implemented by use of a modified repeated measures design in which each student served as one's own control under both treatments. The students were each tested six times, three of which were the Slingerland spelling tests and the other three were the Word Study spelling tests which constituted the modified repeated measures design.

The data were analyzed by the use of the Statistical Package for the Social Sciences (SPSS) and the Scheffé Multiple Range Test.

The findings from the study indicated the following: (1) When student mean scores on the Slingerland spelling test for Week I were

compared to students' mean scores on the Word Study spelling test, Week II, as computed by the t-test analysis, there were significant differences in favor of the Slingerland Method. (2) At the end of Week III, there was a significant difference for review words in favor of the Word Study Method. (3) There were no significant differences of mean scores of students on tests for new words for the Slingerland or the Word Study Methods. (4) There was no correlation between scores on the Slingerland Questionnaire and spelling test scores for sixth, seventh, and eighth grade LD children. (5) The Pearson Product Moment Correlation Coefficient was significant and scores ranged from .35 to .48. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

A COMPARATIVE STUDY OF CAPITALIZATION AND PUNCTUATION PERFORMANCE OF FLORIDA PUBLIC SCHOOL STUDENTS IN GRADES FIVE, EIGHT, AND ELEVEN

Order No. DA8503168

HARWARD, LUCY ELEANOR BOOZER, PH.D. *The Florida State University*, 1984. 410pp. Major Professors: Dr. John Simmons, Dr. Barbara Palmer

This study analyzes 220 *free-writing* responses of students. A high correlation exists among the scoring by the investigation team and two reliability correlation teams. (The criterion style sheet is included as "Appendix A.")

Each skill needed is tested for statistical significance between and among grade level means for frequency of need and percentage of correct use. The skills are ranked by grade level means for each of the two categories in three groups: combined capitalization and punctuation skills, only capitalization skills, and only punctuation skills. A sequence of skills is identified from those skills for which there are sufficient data for one-way analyses among grade levels and which also occur across grade levels in the top halves of the ranked grade level means for frequency of need.

Persons for whom this research may hold the greatest interest are persons who share in the responsibilities for curriculum development and evaluation in the areas of capitalization and punctuation, but who do not have the privilege of direct contact with students.

TEACHING FOLKLORE IN SECONDARY SCHOOL ENGLISH CLASSROOMS OF SOUTHERN APPALACHIA: A DESCRIPTIVE STUDY

Order No. DA8429602

JONES, NANCY CARLENE, ED.D. *The University of Tennessee*, 1984. 140pp. Major Professor: Mark A. Christiansen

The primary purposes of this study were to ascertain the number of teachers who are including a study of folklore in the language curriculum, the extent of its use in other content areas, the kinds of folklore being studied, how much training teachers have had in the subject, and to compile an annotated bibliography of readings for a class in folklore. The nine questions investigated dealt with the following: (1) number of teachers teaching folklore, (2) degree of study in rural areas, (3) pockets of widespread concentration in the area, (4) content areas where folklore is taught, (5) activities used, (6) student responses, (7) extent of teacher training, (8) extent of training in relation to use of folklore, and (9) sources of teacher materials.

The sample consisted of 143 schools throughout Southern Appalachia. The researcher developed a questionnaire to be used in this survey.

The analysis of the data included tabulations by numbers and percentages of the responses from the questionnaire. To determine significant relationships between certain variables, contingency tables were used; and the significance was tested by the use of Chi Square Distribution. From the 143 questionnaires sent, 60% of the teachers returned a questionnaire. This was a total of 86 teachers. Fifty-seven, 40%, of the teachers did not return a questionnaire. Of these 57, 43 teachers were contacted by phone for a total of 129 responses.

The major findings were the following: (1) Approximately 57% of the teachers contacted said they did use folklore to some extent in their classrooms. (2) Most teachers who responded to the questionnaire were from rural communities. From these rural communities, 83% indicated that they use folklore in their classes. (3) There appeared to be no geographic patterns or pockets of areas where folklore is taught. (4) The researcher found that a number of teachers teach folklore in conjunction with the history, science, art, and foreign language departments. (5) Most teachers who teach folklore assign research topics, have students learn crafts, and research genealogies. (6) The majority of students, 61%, like the study of folklore. (7) Approximately 37% teachers received formal training in folklore. (8) Almost every teacher who indicated training in folklore teaches folklore. Of the returned questionnaires, 4 who have had academic training do not teach folklore. (9) Most teachers obtain materials from the library or use their own.

A STUDY OF THE RELATIONSHIP OF OBSCURING WRITING POSTURE AND READING DISABILITY

Order No. DA8429834

KELLER, TAMRA ANNE, ED.D. *University of Northern Colorado*, 1984. 73pp.

The purpose of the study was to investigate the relationship of obscuring handwriting posture and reading disability.

Three subtests of the Stanford Diagnostic Reading Test, phonetic analysis, structural analysis, and comprehension, were administered to the sample of 33 obscuring and 33 non-obscuring writers from the third through sixth grades. The stanine scores achieved by the subjects on the three subtests were used in the analysis of the data.

The chi-square test for significance of the difference between proportions for independent samples was used to test the null hypothesis of no difference in the existence of disabled readers within the obscuring and the non-obscuring groups. The chi-square value was significant between the .01 and .001 probability levels; the null was rejected.

The second null was that of no difference in the severity of reading disability among writers who obscure and among those who do not obscure. Although the data leaned in the direction of rejection of the null, the small number of cases would not permit statistical treatment.

A two-way analysis of variance in a group-by-subtest design was used to test the null hypothesis of no difference between obtained mean scores of the obscuring writer group and the non-obscuring writer group among the various areas of reading included in this study, and of no difference in the obtained mean scores of the various subtests within each group. The null was rejected.

The overall conclusion was that there is a relationship between obscuring handwriting posture and reading disability. The findings suggest that immediate visual feedback of script while writing is an important factor in reading achievement.

THE EFFECTS OF A SCOPE AND SEQUENCE APPROACH FOR TEACHING ENGLISH LANGUAGE SKILLS ON THE ACHIEVEMENT SCORES OF STUDENTS IN GRADES FOUR THROUGH SIX

Order No. DA8429943

MCCLUNG, MARIE BLUMENTHAL, ED.D. *United States International University*, 1984. 155pp. Chairperson: Arthur J. Gumbrell

The Problem. The major concern of the study was to examine the effectiveness of the Saddleback Scope and Sequence model. The study was designed to evaluate the model's effectiveness as reflected in student achievement scores of elementary students receiving instruction guided by this scope and sequence versus elementary students receiving instruction not guided by this same Scope and Sequence.

Method. The subjects of the study included 454 students in grades four through six enrolled in public schools in Orange County, California. The sample consisted of 225 students in experimental groups and 229 students in control groups. The students involved in the study were divided into six like groups according to grade level.

Students in the control group received classroom instruction in language structure and expressions skills. Students in the experimental groups received classroom instruction in language structure and expression skills as identified in the Saddleback Scope and Sequence. Both experimental and control groups used *The American Book English* series as the basal text.

Students were pre- and post-tested for each of two semesters using the Saddleback Written Language Skills Test. Data on the tests were analyzed through the comparison of mean scores on pretest to pretest and posttest of posttest with a *z* test to determine significance to the differences between groups.

Results. The findings of the data showed that both the experimental and control groups entered both the first and second semester sessions with similar language structure and expression skills. Sixth grade students in the experimental group scored statistically higher ($p < .05$) on both language and expression skills on all posttests. Fifth grade students scored statistically higher ($p < .05$) on both language structure posttests, and the second semester expression posttest. Fourth grade students scored statistically higher ($p < .05$) on only the first semester language structure posttest.

EFFECTS OF VISUAL DISCRIMINATION TRAINING ON RECOGNITION OF TRAINING AND NON-TRAINING WORDS

Order No. DA8427619

MELAND, BARBARA NILES, PH.D. *University of Minnesota*, 1984. 79pp.

This investigation involved a visual discrimination training and transfer task. The subjects were kindergarten children for whom scores on letter name knowledge had been obtained. The two experimental groups were given discrimination training on four visually similar or visually dissimilar words. The control groups received equal exposure to the material but were not trained to discriminate among words. Following the training tasks, all subjects were given the transfer task of learning the four words exposed during the training session. On another day each subject was presented with the same training or exposure task received during the initial session. Following this, all subjects were presented with the task of learning four visually similar words.

All testing was done on an individual basis during a two week period in late fall. Subjects' responses on the transfer and training tasks were recorded on a scoring sheet and the data were analyzed by analysis of variance procedures.

Based on the findings of the study, the following conclusions were made: (1) Visual discrimination training did not improve the ability to recognize words presented in the training task. (2) Use of dissimilar words compared to similar words in the training task improved the ability to later recognize those same words. (3) Visual discrimination training did not improve the ability to recognize visually similar words not presented in the training task. (4) The use of similar or dissimilar words in the training task did not have a differential effect on students' ability to recognize words not presented in the training task. (5) There was no interaction between level of letter name knowledge and treatment in ability to recognize words not presented in the training task.

STORYLISTENER SUBJECTIVITY: A Q METHODOLOGICAL EXPLORATION

Order No. DA8416282

PARKER, KENNETH R., PH.D. *Kent State University*, 1984. 282pp.
Director: Carl Moore

During the past 2 decades storytelling has reemerged in the United States as a popular communication medium, art form, and pedagogical tool. In this context there has developed a cadre of persons who are attempting to recapture the ancient practice of telling the stories of the formative events and founding parents of the Judeo-Christian religion. In absence of systematic investigations of internal responses to storytelling, this study explored the following investigative question: How do listeners respond internally to biblical storytelling?

Utilizing *Q* methodology, three groups of adult storylisteners, selected on the basis of varying age, gender, storylistening experience, and theological persuasion, listened to one of three experienced storytellers tell from memory and imagination a rendition of the story in a home or church setting. The participants provided 57 usable *Q* sorts and group interview comments to express their responses to the story event. The *Q* sorts, representing persons, were correlated and factor analyzed into two types, which were then interpreted on the basis of their representative statement arrays and related interview comments.

Both types of listeners reported feeling present to the events and characters of the story because the storytelling displayed qualities of stage performance, eyewitness account, and real life. Both types also gained new understandings of the biblical narrative and their own life experiences. Listeners of the first type, however, described themselves as emotionally involved in the story event--moved by an exciting and enjoyable tale, challenged by it attitudinally, and attracted by the flexibility and adaptation of the storyteller. Listeners of the first type, however, described themselves as emotionally involved in the story event--moved by an exciting and enjoyable tale, challenged by it attitudinally, and attracted by the flexibility and adaptation of the storyteller. Listeners of the second type were critically detached from the story event--indifferent to the storytelling emotionally, resistant to it attitudinally, and distracted by the story setting or by the storyteller's style and delivery.

From these findings a theory of biblical storylistening with interpersonal and intrapersonal dimensions was proposed. Discussion of biblical storylistening as occurring in oral/aural communication events and leading to cognitive-affective communicator responses then evolved into two propositions directed toward a general theory of storylistening.

THE EFFECT OF RECEIVER APPREHENSION AND SOURCE APPREHENSION ON LISTENING COMPREHENSION

Order No. DA8421058

PASCHALL, KATIE ANN, PH.D. *The University of Florida*, 1984. 117pp.
Chairman: Anthony J. Clark

This study investigated the possible effect of receiver apprehension and source apprehension on an individual's listening comprehension in an educational environment under threat or anxiety-producing conditions. Mood state was also examined as a possible intervening variable in listening performance.

Levels of receiver apprehension and source apprehension were obtained for 167 students in eight intact public speaking classes at the University of Florida. The STEP Listening Test was later administered to the eight classes. The test was given in two parts in one of eight experimental permutations. The conditions of the test concerned threat of oral performance after listening to instructional material and a non-threat condition which called for only listening performance. The Profile of Mood States was administered to determine mood state at the time of testing.

A procedure correlation revealed no significant relationship between receiver and source apprehension. Neither receiver apprehension, source apprehension nor mood state were found to be correlated with listening comprehension. Using the independent variables of receiver apprehension, source apprehension and threat condition with mood state as a covariate, an analysis of variance revealed no difference on listening comprehension scores for subjects under threat and non-threat conditions regardless of level of apprehension.

A post-experimental questionnaire indicated that 47 subjects had prior speech training. In a five factor analysis of variance with a covariate of mood state, only speech training proved to be a significant main effect. However, due to uneven groups, this finding cannot be interpreted as highly significant.

This research and analysis led to the following conclusions: (1) Receiver apprehension and source apprehension are separate and distinct dimensions of communication apprehension. (2) There is no relationship between listening comprehension and receiver apprehension or source apprehension in an educational environment. Further, an anxiety-producing condition does not significantly affect listening comprehension regardless of the level of communication apprehension. (3) An individual's speech training may be a significant factor in listening comprehension and should be further investigated.

EFFECTS OF RATE-CONTROLLED SPEECH, METHODS OF TESTING, SEX, AND TIME ON LISTENING COMPREHENSION

Order No. DA8427693

PAYNE, RONALD GLENN, ED.D. *Oklahoma State University*, 1984. 97pp.

Scope of Study. This study was designed to demonstrate the practicality of using the technology for rate-controlled recordings in existing classroom environments with "typical" educational equipment. Four groups of fourth-grade students were randomly assigned to four treatments of rate-controlled presentations. Two groups heard stories at accelerated rates of 350 words per minute and 262.5 words per minute. The control group heard a normal rate of 175 words per minute while a fourth group listened to an expanded rate of 87.5 words per minute. Sixteen stories of at least 1,000 words and on the fourth-grade level were selected from the *New Reading Skill Builder* by *Reader's Digest*. Of the sixteen, seven were picked in a random selection process and presented in the order of their selection. The stories were recorded by an experienced male narrator who was able to maintain a consistent 175 word-per-minute rate during the recording process. The stories were presented at the same hour in seven successive days by the students' homeroom teachers. Each group or class heard only the rate assigned to them. Since some questions have been raised in the literature regarding the proper method of testing for listening comprehension, two methods of testing were used. One-half of each group "heard" a 20-item multiple-choice test after each story while the other half took the same test in written form. To protect against possible confounding variables, the researcher never entered any of the classrooms during the time of the investigation.

Findings and Conclusions. Rates of presentation were found to have a significant effect upon the listening comprehension of fourth-grade students. Though it was demonstrated that students could gain information from accelerated rates, better test scores came from slower rates. In general, it was found that males had higher test scores at faster rates of presentation. The males tended to perform better on written examinations than the males taking the listening tests. Females did better at the slower rates than males and the females taking the listening tests out performed the females taking the written tests. At the accelerated rates, the students taking the listening tests had higher scores than those taking written multiple-choice tests. Over time, only the group listening at 262.5 words per minute improved significantly. Those groups hearing stories at the rates of 175 and 350 words per minute regressed while the group receiving the 87.5 words per minute showed small gains. However, the improvement was not enough to conclude that practice exerted any significant effects.

SPELLING, WORD RECOGNITION AND PHONEMIC AWARENESS AMONG FIRST GRADE CHILDREN

Order No. DA8421794

ROPER, HELEN DIANE WOODROW, PH.D. *The University of Texas at Austin*, 1984. 257pp. Supervising Professor: Connie Juel

This study examined the growth in phonemic awareness abilities and its relationship to spelling and word recognition achievement in one hundred first grade children. Differential print processing strategies were determined and their relationship to phonemic awareness abilities and to spelling and word recognition achievement were also examined. Results showed that phonemic awareness (the understanding that spoken words are made up of separate sounds and the ability to manipulate those sounds) contributes to an explanation of developing spelling and word recognition performance, the type of print processing strategies used for each skill, and how spelling and word recognition are similar to and different from each other. Children with high levels of phonemic awareness not only were better at spelling and recognizing printed words, but they were also more inclined to use a letter-sound correspondence based strategy. Children with low levels of phonemic awareness were poorer at spelling and recognizing printed words, and were more likely to use a visually-cued approach. In addition, spelling and word recognition were determined to be similar in that both use phonemic awareness in processing, but dissimilar in the extent to which phonemic awareness is relied upon as spelling and word recognition skills develop.

AN INVESTIGATION OF THE DEVELOPMENT OF MORPHOLOGICAL KNOWLEDGE AND ITS RELATIONSHIP TO EARLY SPELLING ABILITY

Order No. DA8429783

RUBIN, HYLA, PH.D. *The University of Connecticut*, 1984. 51pp.

This study assessed the morphological knowledge of kindergarten and first grade children in relation to their early spelling ability. Morphological knowledge was investigated as a possible source of variation in the development of spelling ability for two reasons. First, in spelling, children need to understand the internal structure of words, and specifically, that words are composed of morphemes and that morphemes are composed of phonemes. Second, it has been demonstrated that children with learning problems have more difficulty spelling inflected and derived forms of words than other children. Since young children have been found to vary greatly in their early attempts to spell, it seemed reasonable to anticipate that morphological knowledge would have a significant influence on early spelling ability.

Children in kindergarten and first grade were grouped by morphological competence, or their implicit understanding of the morphology, as measured by their performance on the *Berry-Talbot Test of Language* (1966). They were then given tests of dictated spelling, morphological awareness (their explicit understanding of the morphology), and phoneme analysis, all of which used one-morpheme words (such as *wind*) and two-morpheme words (such as *pinned*).

It was found that first graders with poor morphological competence omitted more inflectional morphemes in their spelling attempts and were less able to identify base morphemes in inflected words than either kindergarteners or first graders who were morphologically competent. The results demonstrate the importance of morphological knowledge, both in terms of underlying competence and explicit awareness, as a critical factor in the development of spelling proficiency. It is recommended that the morphological knowledge of young children be assessed and that instruction in word structure be implemented in order to help children develop the sensitivity to morphophonemic structure that they clearly need to become proficient written language users.

THE EFFECTS OF CALLIGRAPHIC TUITION ON HANDWRITING SKILLS ATTAINMENT IN GRADES THREE, FIVE, AND SEVEN

Order No. DA8424067

SAIDEL, LOIS FRISCH, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 295pp. Chairperson: Maurie Hillson

This study examined the effects of calligraphic instruction on the handwriting quality and preference for handwriting related tasks of third, fifth, and seventh grade students.

A sample of 272 students in five elementary schools and one middle school constituted the population of the study. Sixteen teachers provided instruction to three groups: calligraphy, N = 121; Palmer Method, N = 62; and control N = 89. The treatment period extended from March, 1982 to June, 1982. Pre- and posttesting instruments included a standardized handwriting scale and an experimenter designed attitude scale.

Five null hypotheses were formulated to test the contentions that no relations or differences existed: between handwriting attainment and preference for handwriting tasks; in pre- and postintervention attitudes towards handwriting tasks among the groups or between grades three and five; in pre- and postintervention handwriting quality, as measured by the *Expressional Growth Through Handwriting Evaluation Scale*, among the groups or between grades three and five.

The analyses of data indicated that in grades three and five there were no significant changes in attitudes towards writing tasks

regardless of treatment. In general, the third graders gained and the fifth graders declined in handwriting quality. There were significant differences between treatment groups; the no treatment group improved while the calligraphy group declined.

In grade seven there was no significant difference in handwriting gain for either the calligraphy or control group. Attitude declined slightly for both groups.

Findings do not substantiate the claims made by advocates calling for universal calligraphic instruction. Since empirical research is limited in this area, further investigations, particularly longitudinal studies and studies employing delayed posttesting, are recommended.

A THEORETICALLY SUPPORTED LANGUAGE ARTS CURRICULUM MODEL FOR PRIMARY GIFTED LEARNERS

Order No. DA8503853

SAUER, MARGERY HELEN, ED.D *Northern Illinois University*, 1984. 236pp.

The purpose of this study was to develop a model of a differentiated curriculum for the content of Language Arts to meet the established needs of a specific population of gifted primary grade learners. It was also the purpose of this study to build such a curriculum upon theoretical constructs.

Literature from the field of gifted education supports the constructs of quantitative and qualitative differences between gifted learners and their age peers and provides a rationale for differentiating the learning environment. Cognitive learning theory and the Language-Experience Approach to reading define the nature of learners and readers, the nature of the learning and reading process, and the conditions necessary for learning and reading. An interactive curriculum design provides the framework through which constructs are developed into guidelines for instruction.

The components of this curriculum model are learners, educational goals, learning objectives, learning environment, and evaluative critical learning tasks. Characteristics of gifted learners describe their cognitive and experiential levels and their special aptitudes and abilities. Five educational goals have been defined for the content of Language Arts. Learning objectives have been developed from four dimensions: body of knowledge, methodology of investigation, behavior of the disciplinarian, and creative products of the discipline. Suggestions have been provided for activities, materials, and resources which provide a learning environment with differentiated content and teaching strategies and opportunities for independent study and experimentation. Evaluative critical learning tasks have been suggested which allow the learner to demonstrate continuing cognitive growth and a continuing interest in learning.

The individual application of this model reflects the individuality of learning and the generality of the concepts upon which this curriculum model is based.

THE RELATIONSHIP OF VISUAL IMAGERY TO SPELLING PERFORMANCE AND RETENTION AMONG FOURTH, FIFTH, AND SIXTH GRADE STUDENTS

Order No. DA8429958

SEARS, NEDRA CAROLE, ED.D. *The University of Tulsa*, 1984. 127pp. Director: Professor Dale Johnson

Visual imagery as a factor relating to spelling performance and retention was compared with auditory and kinesthetic factors among fourth, fifth, and sixth grade students. Visual imagery was operationalized at two levels forming two separate treatment groups. Two other treatment groups which used traditional methods of spelling practice were compared to these visual imagery groups.

In order to control for pre-treatment achievement differences among the groups, scores on the Wide Range Achievement Test served as a covariate in an analysis of covariance statistical procedure. This procedure resulted in a significant effect among treatments on both spelling performance ($F = (3,48)14.407, p < .001$) and retention ($F = (3,46)6.766, p < .001$).

An a posteriori comparison of adjusted means revealed that visual imagery was superior to auditory imagery in spelling performance and retention. No difference was found between the two levels of visual imagery and kinesthetic imagery, as defined in the study. The results support the notion that visual imagery is an important factor in learning correct spelling and suggests that the use of directed visual imagery and other visual modes of instruction coupled with appropriate prompts can provide avenues of implementing visual imagery into spelling instruction.

COMPUTER-ASSISTED SPELLING: A SUBLIMINAL METHODOLOGY TO INCREASE COGNITIVE PERFORMANCE AND ACADEMIC SELF-CONCEPT

Order No. DA8421958

THUERER, JOHN ROICK, PH.D. *The University of Wisconsin - Madison*, 1984. 109pp. Supervisor: Professor James L. Lee

Forty-eight seventh grade students participated in the study. The participants were assigned to one of three groups on the basis of grade point average, Iowa Tests of Basic Skills, spelling and composite scores, and teacher completed Brookover Self-Concept of Academic Ability Inventory. Each group consisted of sixteen students, with equal male and female representation. Prior to the experiment, each participant completed a computer-assisted study skills assessment program. This allowed students to become familiar with the operation of the Apple computer and keyboard. The student participants then completed three experimental sessions with the computer-assisted subliminal spelling unit. On the day following the third experimental session, the students completed a spelling quiz and the Brookover Academic Self-Concept Inventory.

The purpose of the study was to determine whether subliminal positive self-statements (I'm OK, I'm Great) and positive process statements (I Learn, I Succeed) incorporated into a computer-assisted spelling unit would generate: (1) increased spelling achievement as measured by correctly spelled words on a quiz, (2) higher academic self-concept scores as measured by the Brookover Academic Self-Concept Inventory. It was hypothesized the two experimental conditions would achieve significantly higher scores across both categories in comparison to the control condition that received nonsense syllable subliminal stimuli. The two hypotheses were not accepted.

A COMPARISON OF FIFTH-GRADERS' ORAL AND WRITTEN STORIES

Order No. DA8425798

WAGNER, MARY JO P., Ed.D. *Virginia Polytechnic Institute and State University*, 1984. 124pp.

Prior research in children's writing (Sawkins, 1971; Graves, 1973 and 1981; Calkins, 1980, and Giacobbe, 1982) has not offered a comprehensive analysis of both oral and written stories. My study, therefore, identified and analyzed the differences between eighteen fifth-graders' oral and written stories. I also conducted interviews to determine students' perceptions of their preferred composing situation and particular story preferences.

Among the findings were that these students' oral stories were longer than their written stories. The simplest narrative pattern, "situation + problem + solution" (King, 1979:3), was the most prevalent structure. All the students used active voice in both types of stories, with the majority using simple past tense. The students showed a preference for first person point of view in their written stories, but a majority used third person in their oral composing. Most students developed their stories with primary settings relating to home and school, and the number of major characters was fairly consistent in both types of stories. Girls, however, used more minor characters than boys. These students preferred the written composing situation. All the students took some time to think about their stories before composing; however, girls used more written plans than boys. Students also used drawing to enhance their written texts but not their oral ones. The majority of students chose their written stories as better than the oral ones. Both trained adult raters and other fifth-grade raters agreed that the written stories were better.

These findings are fairly consistent with conclusions reached in prior research, except those of Sawkins (1971). The differences center on planning strategies, interview skills, and story quality. Sawkins found that most of her fifth graders did not have the complete story in mind before they began composing and proceeded to compose without first having made notes. I reported, however, that my fifth graders indicated they had the complete story in mind before composing and some of them chose to write plans before they began. Although Sawkins (1971) believed that her fifth-grade boys responded better in an interview situation than her girls, I found all students in this study to be articulate and willing to talk about their individual composing processes. Finally, Sawkins reported that girls wrote compositions which were judged to be of high quality, while her boys wrote lower-quality compositions. Evaluators, however, agreed that my fifth-grade boys' stories were good, while rating the girls' stories lower.

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